



## Inspection Report

**Dawn Nevitt**

**Buckley**



**Date Inspection Completed**

20/02/2024

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	20th March 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

For further information on ratings, please see the end of this report

### **Summary**

Children are happy and relaxed when in the company of the child minder. They are settled and have developed a positive relationship with her and their minded friends. Children communicate their needs easily and know they will be listened to. They have a lot of say in what they do because they are encouraged to make choices and decisions for themselves, particularly when choosing where to go for days out. All children have good opportunities to develop their independence.

The child minder has a warm and nurturing manner and manages children's behaviour very well. She knows the children and their families extremely well and has good relationships with parents. The child minder has cared for children on a part time basis for several years, supporting another child minder after school and during school holidays. Her experience as a practising primary school teacher ensures she is successful in working in partnership with parents and competent when it comes to caring for children of all ages and stages of development.

The home in which this child minder cares for children is a safe environment, which is suitably well maintained and very secure. There is sufficient space and age-appropriate resources for children to be able to play and learn successfully together. The child minder uses facilities in the local community, and travels further afield with children during school holidays. This ensures children have opportunities to run around in natural environments, visit play parks, play centres, and places of interest, where they can engage with others and be outdoors. Children make good progress in their early years and are well prepared for school.

The child minder is experienced and knowledgeable in her role.

**Well-being****Good**

Children have opportunities to make choices and decisions for themselves. They play freely in the home, finding toys for themselves and following their own interests. Nearly all children communicate well with the child minder, those with simple language skills are encouraged to repeat words to develop their speech. Children know the child minder will take the time to pay attention to them and listen to what they have to say.

Children are settled and happy. Children are familiar with the daily routines and know the child minder may arrive at the setting after school and during the holidays. They are relaxed with the child minder, with us being present, and other family members. Children's behaviour is good, and they are kind to each other for most of the time and respectful towards the child minder.

Children are making good progress in their learning and are developing well. They tell the child minder about what interests them, for example older children expressed an interest in finishing off their keyrings and Mother's Day cards. They told us they particularly enjoy craft activities, being outdoors, and their days out. Photographs evidenced they go to local play centres and parks where they do exercises on the 'keep fit' equipment. They have days out at the Zoo, the beach, and Liverpool Museum where they went on the ferry. The child minder is member of the National Trust and often takes children to places of historical interest and gardens. Children told us about their planned session after school this week at a local play centre, where they would also have tea.

Children are developing their independence skills, enabling them to do some things for themselves. We saw them eating independently when having snacks and being encouraged to be creative when finishing their craft work.

## Care and Development

Good

The child minder has a very good understanding of how to keep children safe and healthy. She is well informed and regularly helps to review and update the settings policies and procedures, which are in place to promote children's health and wellbeing. Safeguarding training is up to date, following changes in the National Minimum Standards (NMS) and ensures she is familiar with, and understands the procedures to follow, should she have any concerns about a child. The child minder has a current First Aid training certificate, which should enable her to deal with accidents and incidents confidently. There are suitable systems in place at the setting to respond to and record accidents, incidents, and to safely administer prescribed medication should she be required to do this. Regular fire drills take place, and evaluations are detailed. At snack and mealtimes children were given sufficient healthy food in addition to items they had in their own lunchboxes. Children ate at the table and were supervised. The child minder ensures children spend time outdoors during their time with her.

The child minder has a lovely manner with the children and successfully promotes their well-being and self-esteem through positive interactions. All children are therefore very settled in her company. The child minder understands the children's individual and specific needs very well and has experience of caring for children with additional needs. She promotes good behaviour and attitudes ensuring the children are well mannered and respectful towards others.

The child minder provides play and learning opportunities which promote children's interest and learning through play. Some activities are adult led, for example children frequently have focus activities to promote and celebrate special events. Activities usually involve taking part in meaningful art and craft activities such as card and decoration making, and colouring and painting activities. The child minder tracks children's progress using photographs and sends copies home often on a weekly or termly basis. The child minder also speaks to parents about any significant progress when they collect their children. Photographs sent to parents capture significant events during the day when they were eating, or happily playing for example. She encourages children to be independent by supporting them to make choices for themselves by storing resources where children can easily find and reach them. She provides opportunities for children to develop physically and practise skills when outdoors and socialising with other children when joining other child minders on outings. Giving children opportunities to develop such skills helps promote their self-esteem and self-confidence.

## Environment

Good

The child minder makes sure the premises in which she child minds, are secure, safe, and clean. Records are kept of children's attendance in the child minder's diary, these evidenced the child minder does not care for more than eight children each day. The child minder has been involved in completing risk assessments for the premises and outings, identifying the potential hazards to children and the measures in place to manage these risks. Heating appliances are serviced annually, and the child minders check that smoke alarms are in working order. Fire drills and evacuations of the premises are carried out regularly to ensure children are familiar with the procedures in place.

The child minder ensures a homely and welcoming environment is provided for children. Play areas indoors are warm, well ventilated, clean, and suitably spacious. Younger children are cared for in the lounge during the day, whilst more use is made of the kitchen diner for activities for older children after school. Various age-appropriate toys and resources are available for the children and are stored in a room downstairs, children tend to find toys and take them into the lounge to play. The outdoor space is secure, with a lockable gate and high fence. There is a playhouse for children to use and for storage purposes over the winter months. The outdoor area is paved and is therefore suitable for use in all weathers. The child minder tends to take children out to local play parks, woodlands, country parks, play centres and places of interest after school, and during the school holidays. This ensures children experience having plenty of space to run around and play, and different environments. She also takes older children who can swim, to the local swimming pool during school holidays.

The child minder ensures the equipment used suits the children's age range. For example, there is a well-maintained minibus equipped with appropriate car seats and booster cushions, to safely transport children. The child minder ensures toys and equipment are clean and in good repair, when breakages happen, toys are replaced.

## Leadership and Management

Good

The child minder has suitable experience in managing the setting and keeps up to date with any changes in regulation and the National Minimum Standards. She child minds with a family member who is also a registered child minder, however, she child minds outside of school hours as she is a qualified and practising primary school teacher locally.

Subsequently, the process of annual self-evaluation of the setting and the introduction of the new curriculum in Wales at the setting are overseen by this child minder, and this is one of her strengths. The Statement of Purpose and policies and procedures are made available to parents. They support parents in making an informed choice as to whether the setting suits their child's needs, however families tend to already know the child minders well as they have cared for siblings or have been recommended by families and friends already using the setting. The maintaining of records is well organised and supports the smooth running of the setting. Children's registration forms and contracts had been completed satisfactorily and clearly detail any medical or additional learning needs, when applicable. Attendance records evidence the child minder keeps within her registered numbers.

The child minder is aware of the need to monitor and review her setting annually and she does this well and in partnership with the other registered child minder. The child minders are reflective of the day to day running of their setting and make improvements as they come to their attention. They evaluate what works well and what may need to be changed, together. They listen to the views of parents and to the children to ensure everyone is happy.

The child minder has updated all mandatory training in safeguarding and First Aid and attends any relevant childcare courses of interest to her as places become available locally or through her teaching role. She demonstrates a commitment to professional development as a childcare practitioner. This ensures the service she provides is of good quality. A current and satisfactory Disclosure and Barring Service (DBS) certificate is in place for the child minder, another registered child minder working at the premises, and household members over 16 years of age. All have signed up to the update service.

The child minder understands the importance of working in partnership with parents. She works closely with professional organisations concerned with supporting the childcare sector. This ensures the children in her care receive the correct support to meet their individual needs. Communications with parents are in the main through informal chats at the end of each day, text messages, e-mails and by using social media applications to forward photographs for example. The child minder also works closely with other child minders who have formed a local network and seeks support from the Professional Association of Childcare and Early Years (PACEY) when needed.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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